

National Congress Bulletin



FEBRUARY 1961 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 28, NO. 6

Dear P.T.A. President:

LAST MONTH my letter to you almost became a Founders Day message. Now as I write, the month in which we honor our past is in close prospect. Honoring the past is good, but it is not enough. True, the perceptions of our Founders were so basic, so fundamental that through the years all we have had to change is their application to the concerns of today.

» So while each local association—in its own way, according to its own community—takes note of earlier achievements and the leaders to whom it is indebted for them, each will also take note of its present activities, its anticipated progress.

» "What are we doing?" today's leaders will ask themselves. "What can we do in the months ahead?" The whole membership will have an opportunity not only to lay fingers briefly on the pulse of the past but to sense the strength of a vigorous and healthy purpose fixed on the present needs of its own children and youth.

» Your programs often come to my hands—lively, thoughtful programs, geared to your community's needs, calling upon outside talent or utilizing the abilities of your own membership. Probably there are in our organization as many varying approaches and themes as there are P.T.A.'s. Each is new because it has come from the thinking of many people with diverse backgrounds. This is as it should be, for is not our country built on the concept that all of us have the capacity to think, to adjust, to have perspective, and to act with others to achieve common goals?

» It is in this achievement of common goals that we of the P.T.A. find our effectiveness, that we make a practical and needed contribution to the life of those whom we have chosen to serve. It is here that we ourselves become the force and the power that can alter undesirable conditions; create opportunities for learning on the part of parents and sometimes the public at large; and add to a limitless number of resources and facilities which will be advantageous to a developing generation.

» "How can we," we must ever ask ourselves, "bring to the homes in our communities greater strength, a cohesiveness that will overcome the countless influences which tend to isolate members of families instead of drawing them together in mutual support? How can we understand the purposes and

methods of our schools well enough to help them draw forth the latent as well as the obvious capacities of each child? How can we see the needs of our schools in terms of the mind and spirit, not just the brick and lumber, the equipment, and the classroom space that are so desperately needed? What shall we insist that our communities contribute toward the moral and physical stamina of our boys and girls?"

» These are not idle queries. They are all questions that we must answer this year or next year. They are questions whose answers will add to, or detract from, the welfare of our children and our youth. They are directives for us—not only for our conscience but for our determination—we who serve an organization that is closer to the whole community than any other in existence. From the community, whatever its kind or composition, the P.T.A. takes its strength, and there is vitality and force in every community. The P.T.A., then, is completely indigenous to our way of life. I might even say that it is more than one of our greatest influences; it could be one of the greatest techniques the world has ever known to promote stability and capability.

A black and white portrait of Mrs. James C. Parker. She is a middle-aged woman with short, dark hair, wearing glasses, a dark jacket, and a necklace. She is looking slightly to the right of the camera with a neutral expression.

» This is not what I had thought I was going to say to you: I promised myself that what I wrote would be concrete, specific, practical. Instead there spilled out of my pen some of the feelings I have about the P.T.A. that arouse my genuine devotion to it—and to you, its president-at-home who helps to make the P.T.A. what it is: an asset to our children and our country, an endowment for their future.

» This, after all, turns out to be a Founders Day message.

Sincerely yours,

Harla S. Parker
MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

TO: P.T.A. officers and chairmen
FROM: National chairmen

RE: P.T.A. PROGRAMS

NATIONAL CHAIRMEN, too, "call on all." In this instance it was the national chairman of Programs and Founders Day, Mrs. H. Cecil Baker, who put in the call and the other national chairmen who answered her message—a request for program ideas related to their special fields of interest. From their bountiful response come these capsule suggestions for significant P.T.A. programs and projects, including reports of some successful ones relayed from local units through state chairmen.

AUDIO-VISUAL SERVICES, Mrs. Arthur Skelton: To vary or enrich programs and stimulate discussions, films are highly useful. For an excellent selection, be sure to see "Mental Health Films for P.T.A. Programs" (an annotated list) in the November 1960 *National Parent-Teacher*.

CHARACTER AND SPIRITUAL EDUCATION, Mrs. Harold J. Gildea: To emphasize character and spiritual education, make use of the many possibilities that exist to reach beyond devotionals at the beginning of the P.T.A. meeting. One P.T.A.'s Brotherhood Week panel, for example, presented foreign exchange students and followed up with an audience question-answer period to consider "Things We Have in Common and Basic Differences."

CITIZENSHIP, J. Ralph Brown: Information on current events affecting children and their families, schools, and communities; voting privileges; and responsibilities of citizens—all are appropriate elements of P.T.A. programs and projects, in which several committees may well participate.

CONGRESS PUBLICATIONS, Mrs. Glenn K. Rogers: Thousands of P.T.A.'s have found a rich source of suggestions and helpful ideas for their year's projects in the National Congress Action Program booklet, *Strengthening the Home, Source of Our Nation's Greatness*.

COOPERATION WITH COLLEGES, J. B. Culpepper: Panel members—a teacher, a parent, a high school youth, a counselor, a representative from a college student personnel office—could exchange views on the advantages of higher education and the selection of the right college. College freshmen might explain how they think students can make the best use of their high school program in preparing for college.

CULTURAL ARTS, Mrs. Philip A. Hyatt: A program on "Enriching a Child's Education" might feature a panel composed of an art instructor, a parent, a music teacher, a student, and a local citizen with an exceptional hobby. One P.T.A. touched off a community project that flowered into the collecting, housing, and exhibiting of art objects that enrich a child's education and a subsequent music and lecture series.

EXCEPTIONAL CHILD, Mamie J. Jones: Programs planned to precede P.T.A. action could give information on the needs for (1) additional diagnostic and evaluation services—psychological, physical (including vision and hearing), speech, and educational; (2) recruiting teachers for all types of exceptional children; (3) accepting children with differences; and (4) an action program that helps exceptional children develop to the maximum of their capacities.

HEALTH, Helen M. Wallace, M.D.: State chairmen, who reported a wide variety of health activities, most frequently mentioned the importance of local programs that centered on immunization and on the continuous health supervision of all children. Many of them also reported activities in building better working relationships with health groups and in promoting fluoridation, preschool clinics, preschool round-ups, hearing and vision screenings, and dental health.

HIGH SCHOOL SERVICE, Mrs. C. Wheeler Detjen: Three lively panel programs are: "What We Think We Need in Our Schools" (a panel of four teachers and two students); "What Can We Do To Strengthen Our High School P.T.A.?" (followed by audience participation and suggestions); and "Is Youth Ready for Marriage?" (a panel of student and faculty members).

INTERNATIONAL RELATIONS, Mrs. Durand Taylor: Almost any P.T.A. program that emphasizes such topics as education, health, mental health, exceptional child, parent and family life education, recreation, or safety can easily include brief mention of appropriate United Nations agencies. Why? Because the projects of the specialized agencies of the United Nations are "extensions of community services to world needs"; and factual knowledge of overseas educational patterns will help our young people understand the type of competition they must face, give them a sense of purpose, and help them measure the importance of their own education.

JUVENILE PROTECTION, Mrs. Ralph W. Frost: "A Community That Cares" project undertook a survey of adverse influences in the community and a thorough study as to how to rid the community of these influences. Participants in the survey and study, spearheaded by the P.T.A. council, included juvenile court judges, school officials, ministers, and civic clubs.

LEGISLATION, Mrs. Fred L. Bull: Every unit will want to devote a program early in the year to the subject of adequate laws for the protection of children and youth. A lively question-and-answer exchange between two well-informed members; charts, flannelboards, or slides used by a panel; skits that review priority items—all these are interesting ways of presenting legislation.

MEMBERSHIP, Mrs. Milton L. Wiener: A yardstick to measure program quality and membership interest, developed jointly by program and membership chairmen, included such questions as these: Was the time at P.T.A. meetings well spent? Why is it important to attend meetings? Which programs were most worthwhile? What programs would you like to have next year?

MENTAL HEALTH, William G. Hollister, M.D.: One congress at its state convention carried out an idea that might readily be adapted to local needs. Questionnaires listing various types of mental health services were given to the delegates, who were asked to circle the three services that needed to be developed in their home areas. Conclusions based on the tabulated answers were presented to a general meeting, where officials from state agencies explained how state programs could help to meet the needs. The findings were also sent along to appropriate state agencies.

NATIONAL PARENT-TEACHER MAGAZINE, Mrs. Joel L. Burkitt: Several states report the use of the *National Parent-Teacher* study-discussion courses as the basis for effective radio or TV series and for summer institutes in parent education leadership training. Many local units use the program material and program suggestions to be found in every issue of the P.T.A. magazine.

PARENT AND FAMILY LIFE EDUCATION, Calvin H. Reed: An interest survey of the parents and the teachers of a unit was made and four specific programs on family life education were developed around the priority interests. The lecture-discussion method set the stage for organizing P.T.A. coffee listening groups for TV programs, a reading shelf for parents, and also a series of discussion groups on topics of the greatest common interest.

PRESCHOOL SERVICE, Mrs. Daniel W. Richardson: "The Infant Citizen Counts" was an effective project in one town. Results of research with parents of preschool children were used by the school board as the basis for the extension of the school program in terms of the projected enrollment.

PUBLICITY, Mrs. J. Zebulon Watkins: Well-planned P.T.A. programs deserve well-planned publicity. This means that information about the programs is given to the publicity chairman far ahead of the scheduled dates.

READING AND LIBRARY SERVICE, Frances A. Sullivan: See page 8.

RECREATION, Leon G. Green: Recreation is a community affair. (1) Help create an environment where children can make a choice of recreational activities. (2) Help bring about school and community relationships to create recreational opportunities. (3) Show opportunities for recreation as well as services needed in local communities and in states. (4) Show national improvements in recreation. (5) Show why and how support of adequate legislation is needed.

RURAL SERVICE, Howard L. Bowen: Our programs should emphasize the P.T.A.'s responsibility to children in rural areas, including those of migrant families. Several chairmen working together might, for example, arrange for a panel on "Services Offered Youth in Our Community," in which the available health, library, recreational, and religious services are carefully explained. Another idea is a reading room



YOUR FOUNDERS DAY GIFT IS IMPORTANT TO YOUR P.T.A.!

FEW PERSONS sixty-four years ago could have envisioned all the activities involved in safeguarding midtwentieth-century children and youth. And, yet, so long ago, in 1897, our farsighted Founders, Alice McLellan Birney and Phoebe Apperson Hearst, set up a plan of action that is not only effective today but also recognized generally as the best means for meeting widespread needs.

For these two women founded your National Congress of Parents and Teachers on the eminently practical principle that the united effort of many individuals multiplies the power of each person to achieve the purposes he holds in common with others.

United effort calls for organization and leadership, for coordination of planning and effort within parent-teacher groups and with other organizations. To organize new units, to strengthen existing ones, to provide leadership training, and to facilitate cooperation, the fifty-two state congresses and the National Congress provide extensive services and aids. Every local unit has the efforts and resources of a state congress and the National Congress backing up and supplementing its own efforts for the welfare of children and youth. This state-wide and nation-wide working-together has helped P.T.A.'s roll up an impressive score of achievements.

Do all your P.T.A. members know that the Founders Day gift, an essential part of this month's P.T.A. anniversary celebration, is completely devoted to helping them bring about such achievements through services and aid provided by the state congress and the National Congress? With communities spreading out and undergoing drastic changes, the needs today for coordinated P.T.A. action in behalf of children are ever more urgent. Through their Founders Day gifts your members will be contributing to the solidarity of action which assures that children's needs will have the priority they deserve in the community, the state, and the nation.

such as that set up by one P.T.A. in a country store and kept open one day each week. A student librarian was given charge of it, and the parent-teacher association collected the reading material.

SAFETY, Mrs. P. D. Bevil: The death of several children in a home fire led to P.T.A. and united community action. Fire safety discussed at a P.T.A. meeting was followed by surveys, reports, wholehearted cooperation, and, finally, far fewer fires in homes. A traffic safety program carried on by another P.T.A. led to the pruning and/or removal of shrubbery and obstacles blocking drivers' vision.

SCHOOL EDUCATION, Paul J. Misner: In the National Congress publications *Looking In on Your School—Questions To Guide P.T.A. Fact Finders* and *Strengthening the Home, Source of Our Nation's Greatness* P.T.A.'s will find guidance and many suggestions for programs and projects that will lead to significant and noteworthy accomplishments in strengthening the nation's schools.

YOUR NATIONAL CONGRESS CONVENTION-

Gateway to P.T.A. Action

ARE YOU MAPPING OUT plans now for attending your national convention, May 21-24? Plans for you were begun long ago by the National Congress, to make sure that you will find in Kansas City convenient and comfortable convention facilities and the sources of help and the experiences which have true significance—for you, for your P.T.A., and for the children and youth around whom your P.T.A. action program revolves.

Details of program plans will appear in forthcoming issues of the *National Congress Bulletin*, but, in the meantime, consider what far-reaching consequences this 1961 convention keynote could have for your P.T.A.: "The Image of America Begins in the Home."

Delegates to the National Congress convention—P.T.A. members who have voting privileges—are accredited by the board of managers of a state congress, according to national Bylaws. Other members who register are heartily welcomed also, and, except for voting, they may share fully in the conventiontime activities—workshops, conferences, meetings, special events.

DO WRITE your state office early for a hotel reservation blank. AND WATCH for further information about the program, which will appear in *The P.T.A. Magazine* and your state bulletin as well as in this Bulletin.

Kansas City offers a variety of attractions for the conventiontime sight-seer: The William Rockhill Nelson Gallery of Art and Mary Atkins Museum of Fine Arts, known for its inspiring collection of Chinese and Italian art (shown below); historically interesting spots; a zoo; scenic parks, drives, and neighborhoods; fine schools; the modern shopping plaza; diversified industries—any of these Kansas City area features can help you add a memorable postscript to your convention experience.



KANSAS CITY, MISSOURI—MAY 21-24, 1961

**NOMINATED FOR
NATIONAL OFFICES**



Mrs. Clifford
N. Jenkins



Mrs. Jennelle
Moorhead



Mrs. Ralph Hobbs



E. D. Trice

- Four national officers will be elected at our national convention in Kansas City. The following list of nominees has been presented by the nominating committee of the National Congress:

President, Mrs. Clifford N. Jenkins, New York

First Vice-president, Mrs. Jennelle Moorhead, Oregon

Secretary, Mrs. Ralph Hobbs, Georgia

Treasurer, E. D. Trice, Arkansas

Each of these persons has accepted the nomination, and each is well qualified to serve the Congress in a post of great responsibility.

Members of the nominating committee are Mrs. C. Meredith Springer, New York, chairman; Mrs. Harold J. Gildea, Rhode Island; Mamie J. Jones, Georgia; Mrs. Russell S. Moore, Ohio; and Mrs. W. L. Mussett, Florida.

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FOR CHILDREN AND YOUTH

Promote the P.T.A. Magazine

For Happy Landings

★ Has your P.T.A. qualified for membership in a *National Parent-Teacher Magazine Club* this year by taking at least 25 subscriptions to the P.T.A. Magazine? If not, there are still a good many days for doing it. If it has accomplished one Club membership, why not try for another? The deadline for obtaining subscriptions to be counted toward membership in a Magazine Club is March 31 (certificates must be applied for by April 15).

To claim a Club membership for your P.T.A., you must notify the *Certificate Department, National Parent-Teacher, 700 North Rush Street, Chicago 11, Illinois*, and include information on the number of subscriptions taken and the dates on which they were sent to Chicago.

Twelve clubs are open to membership by P.T.A.'s—ranging all the way from the 25-or-More Club to the 500-or-More Club. So set your goal—and happy landings!

(Your P.T.A. Magazine subscriptions can help your state congress win an award, too. See the September 1960 *Bulletin* for details.)

A Job To Be Shared

★ "Are you mentioning the *National Parent-Teacher* at every meeting?" is the big question Mrs. John F. Bryan, Jr., Mississippi state chairman, asks her local partners in promotion in the December state bulletin.

She suggests that "one nice way to do this" is to request the other committee chairmen to mention the Magazine when they make their reports to the general meeting. For instance:

The audio-visual services chairman might refer to the Magazine's TV evaluations.

The school education chairman might point up some of the questions and answers covered in "What's Happening in Education?"

The preschool service chairman might mention several of the Magazine's many fine articles on preschool children.

Promoting our P.T.A. Magazine is a big undertaking, says Mrs. Bryan, and the cooperation and help of all chairmen is needed to do the best job possible.

Show-how → Know-how

★ Illinois' District 19 is planning to hold an institute for parent education, program, and *National Parent-Teacher Magazine* chairmen (and its other interested P.T.A. members) in February. One high light of the day's activities will be a demonstration panel discussion based on the *National Parent-Teacher*

article, "Are We Teaching Our Children To Cheat?" (April 1960 issue).

The special "team" staging the demonstration is one of three the district has ready to serve P.T.A.'s that want more information on parent education and leadership training.

"Tell—and Sell" Success

★ In a letter enclosing 17 subscriptions, Mrs. Wilbert H. Beachy, Jr., gives away the secret of her success as Magazine chairman of the Somerset (Pennsylvania) P.T.A.:

"You will note that we have 11 subscribers from the Friedens area who have not subscribed for the last few years. I made a special visit to their meeting, spoke for 20 minutes about the P.T.A. Magazine, and then paged through the latest issue to demonstrate just what they were going to receive. Out of a total attendance of about 20, eleven purchased the Magazine.

"Total record sold to date: 54!"—proving that "to tell" is often "to sell."

Gift-minded?

★ Have you included a *gift item* in your P.T.A. budget—that is, one for gifts of P.T.A. Magazine subscriptions? You're overlooking an opportunity if you haven't! Although we usually don't plan on dividends from gifts, gift subscriptions do round up returns to your Magazine—returns in increased knowledge of its value, in wider spreading interest, in new subscriptions, and, most important, in its ability to help more families. Perhaps a few of the ideas used by other parent-teacher groups will point a way for the best use of your gift-giving budget:

• Deemston-Beallsville P.T.A. (Beallsville, Pennsylvania) gave "Apple for the Teacher" subscriptions to all of its grade-school teachers this year.

• The P.T.A. of Portage Area Schools, also in Pennsylvania, purchased five subscriptions to be placed in the teachers' lounges at school.

• The New Hope (Virginia) P.T.A. set aside fifteen dollars in its budget for Overseas Gift Subscriptions. As a result of its generosity, subscriptions are now going to Brazil, Burma, Japan, Korea, Lebanon, South Africa, and Turkey.

• A unit in Wisconsin gave an NPT subscription to each of its speakers during the year.

• The Pennsylvania Congress (and several other state congresses as well) gives a subscription to the president of each new unit in the state.

• At each meeting of the Oakdale P.T.A. (Barberton, Ohio), the person whose name tag bears a unique marking is named "Mother—or Father—of the Month" and receives a complimentary subscription to the Magazine. [Why not remember a "Teacher of the Month," too?]

• The West Virginia Congress sent subscriptions to all TV stations in the state in order to acquaint them with the Magazine's TV evaluations.

(Do you have any P.T.A. Magazine gift ideas? If you do, won't you please send them to Promotion News at the National Congress.)

GIFT SUBSCRIPTIONS

• \$1.50 a year, U.S. and possessions; \$1.75, Canada; \$2.00, other countries. Enclose check or money order, and mail to:

National Parent-Teacher, 700 North Rush Street, Chicago 11, Illinois.

Name _____

Street and number _____

City _____ Zone _____ State _____

Name _____

Street and number _____

City _____ Zone _____ State _____

Name of your P.T.A. _____

COUNCILS

IN ACTION...

P.T.A. SERVICES ARE UNITED THROUGH
COUNCIL CONFERENCE AND COOPERATIONCONFERENCE AND COOPERATION
OF P.T.A.'S THROUGH COUNCILS

ASSISTANCE for everyone in the parent-teacher partnership is always a plentiful commodity at the annual National Congress convention. Hence it's not by chance that council leaders and members take home with them the kind of information and inspiration that spells strengthened capacities to carry on their council tasks of strengthening local units. Last year they participated in a section meeting in which distinguished P.T.A. leaders answered their questions and provided them with problem-solving ideas. Here are a few of them:

Q. How would you define the work of a council?

A. Regardless of the council's size, location, or special nature (elementary school, high school, and so on), the work of a council would perhaps fall into three main areas: strengthening the local units, developing leaders, and undertaking appropriate projects. To achieve these purposes, as we work at district and state levels to train council leaders, we stress continually the importance of active P.T.A. participation and of council chairmen's responsibilities.

Q. Where do council programs come from?

A. Our basic guide is, of course, *Councils of Parent-Teacher Associations* [a Congress publication, available from your state congress or the National Congress for 50 cents]. Council programming is neatly spelled out on pages 30-33.

Certainly programs do not spring full-blown from the head of the council president or program chairman, or even from the collective heads of the executive committee. They arise, instead, from identification of unmet needs in the council community. And we know it takes some good, hard digging and sur-

veying and study to determine and plan programs based on these needs.

To identify the unmet needs, we must first make sure lines of communication are open and in good working order, especially between the council and its P.T.A.'s. Do the local units *really know* what kind of help their council is able to give them? And does the council *really know* the needs and concerns of its locals?

Communication between the council and the superintendent of schools and the board of education must be maintained continuously. A newly elected council president's first duty might well be to get acquainted with the school superintendent and to talk with him about mutual problems and concerns. Attending board of education meetings and getting to know board members should follow soon after.

Important communication channels extend between the council and other organizations and agencies in the area—mental health clinic, community council, public library, and the like. As we work with the groups that share our concerns, we develop material for council programs.

The avenues between a council and its state department of education, its state congress, and its National Congress are always wide open, and they too lead to programs and projects. Our responsibility here is to keep our memberships informed. One illustration of the importance of our National Congress com-

munication system is the booklet on our national Action Program, *Strengthening the Home, Source of Our Nation's Greatness*—a wonderful resource for helping us identify and develop unmet needs in our own council areas.

A P.T.A. delegate should be informed as to just how each council meeting fits into the over-all council program. How can it be related to his particular local unit? What are the next steps to action? Such points are so important that they should be explained and emphasized in your publicity, during the program, and after the program.

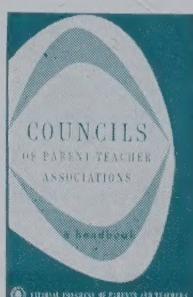
Q. How does a council decide whether to participate in a community project?

A. Before deciding to undertake a cooperative endeavor with another group we must first determine whether the project will promote our Objects and our own local programs. Then too we must be very sure that such a project is in accordance with state congress policies, is approved by our council's budget and executive committees, and is authorized by the voting body.

We must keep one thing clear: Cooperation never means that we participate in the fund raising or the membership campaign of the other organization. Here, again, the councils handbook is our guide; one complete chapter is devoted to the subject of "Council Relationships"—what we do about operating expenses, what *cooperation* means, and so on.

Sometimes we need only to relay information about the aims, policies, and services of the groups we work with—to tell the community about help available through the Red Cross or the mental health clinic, for instance. Or we may need to conduct joint surveys or studies, perhaps to promote school bonds and levies.

As we work together on a mutual problem we avoid duplication of efforts, save time, and gain united strength. The need for a joint project may come from



• This National Congress handbook for council leaders and delegates gives essential information on council structure, practices, and functions as well as suggestions on planning programs for council meetings.

the community at large, or it may possibly be brought to the council of P.T.A.'s by one of its units.

Q. How can we train council leaders?

A. The greatest help for councils comes from well-planned training programs at the state level, and it is the state congress' responsibility to see that such opportunity is given council representatives. State congresses may also call upon the National Congress to assist their officers and field staffs as they work at district and local levels. Many state congresses, too, are able to hold statewide conferences and workshops in cooperation with state universities. Council leaders who are given these opportunities return to their own areas with increased know-how, which, shared with other council officers and P.T.A. delegates, benefits our entire organization.

Essential for the insight we need in our training programs are state congress and National Congress publications. Many of them are mentioned in the back of the councils handbook. The effectiveness of any organization depends to a large extent upon the tools it has and how efficiently they're put into operation. We have the tools. Let's use them.

Toledo Council • Ohio • A dinner discussion meeting brought principals of Toledo schools and presidents of the 57 Toledo Council P.T.A.'s together in a friendly, relaxed atmosphere to promote understanding and cooperation between school administrators and parent-teacher groups. Topics for discussion, drawn up at a preliminary series of meetings of council officers with the superintendent of schools, included teacher attendance at P.T.A. meetings, student participation in programs, uses of money raised by P.T.A.'s, and the knotty problem of what constitutes interference of a P.T.A. in a school's affairs. Council officers acted as moderators for seven discussion groups, and the groups later reconvened to summarize their conclusions.

Evanston Council • Illinois • A parent education workshop on "Vandalism and Disrespect—Are They Inevitable?" sponsored by the council, featured as speakers two officers from the crime prevention division and the juvenile bureau of the Evanston police and a member of the Evanston Township High School guidance service.

Rochester Area Council • New York

The council held three programs to develop its theme for the year, "Aroused Community + Vigorous Schools = Enlightened Citizens." One was a symposium, "You and Your Board of Education," in which the superintendent of schools and two school commissioners participated. The second, titled "Principally P.T.A.," featured a panel discussion by five principals. At the third the director of municipal research spoke on "Your School Dollar: Where Does It Go?" The meetings were well attended, and P.T.A. representatives found them helpful and instructive.

Dallas City Council • Texas • As part of its year-long project to eliminate hazards for children, the council sent a formal resolution to the City Planning Commission requesting that sidewalks be provided in an area of at least eight blocks around all Dallas schools. As a result of this action (1) a city ordinance was passed requiring sidewalks in newly developed areas; (2) needed sidewalks have been constructed in older neighborhoods; and (3) the City Planning Commission now notifies the council of any hearing on paving or sidewalks, and the council in turn alerts P.T.A.'s when their representatives should appear at hearings.

Ottawa County Council • Michigan

A *National Parent-Teacher* article, "What Makes a Good School Day?" (May 1959), provided the springboard for buzz sessions at one of the council's meetings. Each buzz group was asked to list six items they thought important in making up good school days for children. Comparison of their lists with those in the *National Parent-Teacher* article brought about some lively discussions. Participants were able to take back to their units a good many ideas on how to conduct discussion programs.

Fergus Falls Council • Minnesota

Knowing the community's need for a junior college, the council dedicated its efforts last year to arousing interest and giving the voters complete information. Its annual joint meeting for all its P.T.A.'s centered on this subject, with the president of Moorhead State College as speaker. The council also started off a series of "coffee parties" at which P.T.A. and other civic leaders presented information to their neighbors and gave them opportunities to ask questions. Voters favored the establishment of a junior college by an overwhelming majority in a record turnout. Last fall the college was "open for business" in temporary quarters set up in the junior high school.

BROTHERHOOD IN ACTION

► Especially appropriate for Brotherhood Week (February 19-26) is a message from Mrs. Eugene J. Mies, international relations chairman of the Illinois Congress and a former National Congress vice-president from Region V. During a trip around the world, Mrs. Mies visited CARE offices in Rome and Hong Kong.

In Rome she learned of the many self-help projects operating in Italy and of the emergency relief feeding programs.

In Hong Kong she was able to observe the Kaifong Community Association (neighborhood voluntary welfare organization, whose services made Mrs. Mies think of the P.T.A.) distribute CARE food to the more than 2,000 families in the western district who, the night before, had received certification cards. She saw block-long lines of cardholders, mostly refugees from China, receive 23,700 pounds of rice, together with rations of locally grown soya beans and cabbage (dried). Ten pounds of rice and the vegetable supplements provide a ten-day food allotment for a family of five.

Because of the generous reception they receive in Hong Kong and the food they share through CARE, Mrs. Mies reports, refugees are given fresh opportunities to establish themselves in lives of freedom and dignity.



• As she receives her family's share of CARE food, this woman shows her concern lest any precious grain of rice be lost. Her picture was snapped by Mrs. Mies on CARE distribution day.

WAKE UP AND READ—For a Richer, Fuller Life

NATIONAL LIBRARY WEEK, the fourth annual springboard to year-round emphasis on reading and library activities, will be observed April 16-22. The Week is again sponsored by the National Book Committee, Inc., in cooperation with the American Library Association and is actively supported by more than fifty national organizations, among them the National Congress of Parents and Teachers.

From Frances A. Sullivan, national chairman of the Committee on Reading and Library Service, and addressed to P.T.A.'s are some suggestions for helping them plan meaningful observances of National Library Week:

Program Suggestions

- Your school librarian might discuss the growing importance of the school library in meeting the demands of modern education, the value of personal reading, the new standards for school libraries, and the reasons for having a state school library consultant.
- Parents, teachers, and librarians hold a panel discussion on such topics as How Reading Is Taught Today, Books That Appeal to Children, Using TV To Stimulate Reading, Reading and the College Board Scores, How Parents Can Help Beginning Readers.
- Your public librarian gives a talk on how the library is supported, what its services are, and how P.T.A. members can help to make it better.
- Panel members discuss books they read as children and compare them with books now recommended for children.

✓ CHECK YOUR CALENDAR

Founders Day, February 17

Children's Art Month, March.

Purpose: "To emphasize the importance of participating art in the development of all children."

Girl Scout Week, March 12-18

Deadline for count of National Parent-Teacher Magazine subscriptions that can be reported at the national convention, March 31

1961 National Congress Convention, May 21-24, Kansas City, Missouri

Our Membership Goal: 12,000,001
Memberships by April 15, 1961

Plan to display some of these books, both old and new, together with for-sale copies of *Let's Read Together: Books for Family Enjoyment* and *Good Reading for Parents*.*

• A qualified speaker explains how your state library operates and who may use it and how your state has used funds provided by the Library Services Act to make services available in rural areas.

• A panel—teachers, parents, librarians, bookstore spokesmen—discusses books for the home library, including books for reference and for recreational reading, and how, when, and what to buy.

Year-round Activities

- National Library Week is a fine time to remind P.T.A. members of the good reading material published by the National Congress* and your state congress. Display these publications, talk about them, and build a better P.T.A. bookshelf and encourage members to use it freely.
- See that your public library knows about Congress publications; find out if it subscribes to *The P.T.A. Magazine*.
- Cooperate with your school and public librarians in conducting a parents' study course on children's books and reading.
- Urge each family (1) to get library cards for all its eligible members, (2) to visit the library during April to browse together, and (3) to select good library books for family reading aloud.
- Cooperate with other interested organizations in your community to put on a book fair. (Refer to the revised National Congress' statement on book fairs in the October 1960 *National Congress Bulletin*.)

*For prices and titles see *Publications of Special Interest to P.T.A. Leaders and Members*, 1960-61, available free from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

"PARENTS are the key..."

THIS YEAR, estimates the United States Post Office Department, a million of our children are likely to receive unsolicited pornographic "literature" through the mails. Always deeply concerned about any menace to America's children, and carrying out a pledge made to its members at their 1959 national convention, your National Congress continues to exert every effort to aid and support the urgent program launched by the Post Office Department to stamp out the unlawful traffic in mail-order obscenity. To this end your national president, Mrs. James C. Parker, accepted membership on the nine-member Postmaster General's Citizens' Advisory Committee on Obscenity Through the Mails.

"Parents of America," the Post Office Department states, "are the key to effective action." To help them fight a demoralizing influence from which no child or youth or home is safe, it recently published an eight-page leaflet, *Mail Order Obscenity*, which gives excellent background information as well as suggestions on how organizations and communities can best cooperate as they endeavor to meet a stern challenge. The leaflet is available free from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Assistance comes from your P.T.A. Magazine with its authoritative and enlightening articles on pornography (September and November 1959). One of them—"Pornography: The New Black Plague"—is available in reprint form from the National Congress (\$3.75 per 100 copies). Widespread use of this information may well help your P.T.A. spur local and state action to halt an unwholesome traffic that can only profit at the expense of your boys and girls. As the article points out, "The job will take perseverance, impatience, and pluck. The stakes are high: Either we wipe out this new black plague or the pernicious infection will spread throughout our society."